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ABSTRACT

The curriculum developed by the Fairfax County (Virginia) Department of Manpower Services in Vocational English as a Second Language (VESL) program is a response to the needs of Southeast Asian refugees for language and cross-cultural skills and to employers' needs for support services. The core curriculum, emphasizing fluency and listening comprehension and designed to be adapted to various job types and industries, was developed from surveys of employers and supervisors concerning the kinds of language and language usage skills needed at the worksite. Appended materials include a list of the six 3-week instructional units, sample activities for two lessons on giving directions, student pre- and post-test data taken at instructional sites, a list of 71 specific desired competencies, a sample page from a form to be used by observers determining worksite language competencies, and a three-page bibliography. (MSE)

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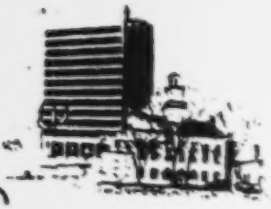

COMMONWEALTH OF VIRGINIA

COUNTY OF FAIRFAX

DEPARTMENT OF MANPOWER SERVICES

DEVELOPMENT OF A VESL CURRICULUM FOR URBAN INDUSTRIES

presented by

William Derge and Joi Kudirka

1986 ANNUAL TESOL CONVENTION

ANAHEIM, CALIFORNIA

U.S. DEPARTMENT OF EDUCATION
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History

The Fairfax County Department of Manpower Services is a public employment and training agency. A large number of its service recipients are refugees. Since Federal funding is provided for many of the services to this client population, Manpower administrators and staff have always been sensitive to the concerns of the Federal government regarding action toward a more cost-conscious approach to refugee services.

The Manpower VESL program had its beginnings with the passage of the Refugee Act of 1980. With this legislation, Congress established the goal of quick self-sufficiency for refugees. The Act set up the Office of Refugee Resettlement with the purpose of 1) making available sufficient resources for employment training and placement in order to achieve economic self-sufficiency among refugees as quickly as possible, and 2) providing refugees with the opportunity to acquire sufficient English language training to enable them to become effectively resettled as quickly as possible. (Practical emphasis on the latter continued to be the case throughout the country.)

The Refugee Assistance Amendments of 1982 went beyond stressing economic self-sufficiency. It made clear that employable-age refugees would be placed in jobs as soon as possible after their arrival in the U.S. Congressional hearings on these amendments made clear the view that a lack of English language ability is not a basis for postponing employment. English language training was to be provided during non-work hours where possible.

In 1983, The U.S. General Accounting Office issued a report entitled Greater Emphasis on Early Employment and Better Monitoring Needed in Indochinese Refugee Resettlement Program. This report cited 1) the lack of employment assistance to refugees soon after their arrival, coupled with the large number of refugees receiving public assistance, and 2) the belief that employment concurrent with English and/or other training should be emphasized. Grant money (Targeted Assistance) was made available for the projects focusing on these needs, and the Fairfax County, Virginia, Department of Manpower Services presented its VESL proposal for one of those grants.

The VESL program links job placement and early self-sufficiency with the development of English language skills. The program's purpose is 1) to provide employed refugees with the linguistic and cross-cultural skills necessary to continue employment and to enhance their employment through upward mobility, and 2) to provide employers with a support service encouraging them to hire refugees.

A team of three professionals is currently involved with the daily implementation of the program. (Additional departmental administrative staff are involved in the writing of renewal grants, gathering of statistics, and writing quarterly and yearly reports.) Two career ESL teachers are employed full-time in the development of the VESL curriculum, adapting this curriculum to specific worksites, and teaching the individual on-site VESL classes. A full-time Marketing/Job Placement professional deals with the task of presenting the VESL program to area employers and working with interested employers on the logistics of setting up classes.

To date (March 5, 1986), 10 VESL classes have been taught . Each class was structured for 15 students (to be reduced to 10 under future funding). The first 8 classes contained 96 hours of instruction. The last 2 classes and all remaining classes are based on 64 hours of instruction. Class sites are determined by the employment distribution of refugees. Locations to date include five hotels, one printed circuit board plant, one microfilming company, two in-house evening classes and one electronics training school. Class participation is limited to individuals who are classified as refugee/entrants, are at least 16 years old and either employed or activiely working with the Manpower Services Marketing Unit toward job placement.

At the very beginning, VESL staff were faced with the problem of non-refugees at the host employment site who wanted to be in the program. To exclude them would have been viewed negatively by the employer and would have fostered ill-will among the employees. Nevertheless, one of two classes at the first VESL site was cancelled because it would have been composed almost entirely of immigrants. For subsequent classes, approval was obtained to include immigrants in the class, provided a substantial majority of the participants were refugees. In one instance when the number of immigrants was deemed too large, two classes were taught instead of one. Half of the immigrants were placed into one class and the other half in the second class.

Five of the class sites to date have been hotels. Because of changes in occupancy needs, the room assigned for the VESL classs could vary from day to day. This would not have been a problem if the hotels could have consistently assigned a room and posted it for the class participants. Unfortunately, hotel staff can easily become involved in their own routine work and neglect the 'temporary' VESL program. This is an on-going problem, depending on the commitment of each individual employer.

The nature of hotel work also resulted in sporadic low attendance. Hourly workers in housekeeping, laundry, kitchen, etc. are scheduled to work based on the occupancy rate of the hotel. If the occupancy is low, fewer employees are scheduled to work. Since VESL class participants cannnot be given priority in work schedules, the number of VESL students at the worksite on any class day varies. During extremely low occupancy periods, such as December, VESL classes can virtually dry up. In most cases, students cannot, or are not willing to come to the class on their days off.

Another important factor has also affected attendance. At one of the first class sites, the employer was not willing to let the employees off a half-hour early to attend the class. Under the usual arrangement, employees working until 4:30 would attend the VESL class from 4:00 to 5:00. The employees would be paid until 4:30. The half-hour from 4:30 to 5:00 was their own time. It has always been felt that this arrangement was essential, both to signify a commitment on the part of the employer and to satisfy the busy schedule of refugees--many of whom work more than one job, participate in car pools, and have child care and family commitments. As a consequence of the employer's refusal to accept this arrangement, the class was run from 4:30 to 5:30. The results were not at all acceptable. Manpower Services has subsequently refused to enter into such a situation again.

Student attrition was a problem in the initial set of classes. Class attendance began to drop around the three-month period. It was obvious that six months was too long for this type of English class. The immediate action was to divide the six-month period into two three-month classes. For classes under subsequent funding, duration was reduced to only four months.

CORE CURRICULUM DEVELOPMENT

The Washington, D.C. area, and especially the surrounding suburbs, has been designated by the Office of Refugee Resettlement as a highly impacted area. There are thousands of Limited English Proficiency (LEP) refugees living and working there. Although most have studied ESL prior to being employed, they are usually not prepared to deal with the non-sheltered, non-predictable environment they find themselves in when they begin to work. Employment is typically in service industries like restaurants and hotels or in low-skill high-tech industries producing printed circuit boards or other computer related commoditites. Obviously, these work enviroments are quite different from those to which most refugees were accustomed. The VESL curriculum was developed to help the Department of Manpower refugee clients gain Vocational ESL skills needed to deal with the situations they find in the American workplace.

The curriculum is a "skeleton" or core curriculum which serves as a framework for the individualized site curricula. Development of the core curriculum occurred in four stages: 1) research in current VESL and adult vocational education theory and examination of existent VESL texts and programs; 2) collection and analysis of worksite task and language data; 3) development of curriculum format and content and 4) worksite testing of the material. Most of these activities were completed in the first six months of the program. However, as a result of onsite experience with the curriculum, the content was continuously revised during the first year.

The curriculum development process began with a review of VESL and adult vocational education theory, VESL textbooks and other VESL programs. (The bibliography handout gives a list of some of the ones which were most useful.) Based on prior experience with various ESL methodologies and on the cumulative "advice" of current adult education theory, VESL staff became especially interested in the functional and competency-based appproaches. Although there were several good textbooks available which used either one approach or the other or a combination of both, none were completely satisfactory. Many testbooks required more advanced reading and writing skills than Manpower clients had. Others were too academic or based on inappropiate occupational areas. Therefore it was decided to write a curriculum based on the specific employment needs of Manpower clients using the best features of the texts and programs that had been examined.

The second step in the development of the curriculum consisted of the collection and analysis of job task and job language data from those Washington, D.C area industries which typically employ Limited English Speakers. Interviews with employees and supervisors (both American and non-native), work observation and participation, recordings of employee interactions, and any written material used on the jobsites were sources for the data. After collection, the data from specific worksites was analysed and categorized according to function, vocabulary, structure and frequency of

use. The content of the core curriculum was selected using those elements of function, topic, vocabulary and structure which were identified in the analysis as occurring at most or all worksites. Among these were topics such as Safety, Benefits, Leave, Assisting Customers, Equipment Malfunctions and functions such as requesting and giving information, clarifying instructions, describing, and locating people and things. Approximately three months were spent on this phase.

After trying different permutations of notional, funtional, competency based formats at several worksites, the VESL staff chose the functionally oriented competency-based format for the curriculum. This format was selected because it fit the pragmatic needs of a short term, intensive class such as ours and because it resulted in a very tangible goal-oriented product. It became quite important in "selling" the program to both employers and participants. Sixteen of the topics identified in the analysis became the basis for the core curriculum of 64 hours of instruction. (Handout # 1, VESL CLASSS OUTLINE, is a topic outline for a four month class.) The number of classes given to each topic varies according to the complexity of the topic, the worksite and the occupations of the class participants. Some topics such as Calling in Sick can usually be covered in one or two classes at any worksite. Other more complicated topics like Safety can require as many as 8 or 12 lessons in a large factory. As much as possible, the classes are taught at the worksite, e.g. in the hotel guest rooms or in the factory.

The day-to-day format and activities for each of the 64 lessons were chosen to develop fluency and listening comprehension. These were the skills research had shown to be the most crucial ones needed by LEP employees. Each day's lesson is made up of exercises in Pronunciation, TPR (Total Physical Response), Dialoque and Communication Activities. Since the class is held four days a week for one hour each day, the exercises in Pronunciation, Dialogue and TPR use a four day pattern which is repeated each week. (Handout # 2, A SAMPLE LESSON, gives an example of one day's lesson.)

The Pronunciation exercises are standard, classic ones. The SAMPLE LESSON PLAN includes the first day exercises which introduce the contrasted sounds. The exercises for Days 2, 3 and 4 consist of review, solicitation of workplace words and discrimination exercises and games. This section creates a nice focused beginning for each class and it helps the students learn an important skill.

The TPR section uses an adaptation and modification of Asher's methods. The exercises begin with the students following instructions to do such simple things as piling up blocks or moving around the room and progress to having them give and follow instructions for routine and unexpected job tasks. These exercises have been found to be extremely useful in improving listening comprehension and ability to follow instructions.

The Dialogue exercises are developed around commonly reoccuring workplace situations or topics in which the discourse is fairly stable and predictable. Examples of this are "requesting leave", "calling in sick", and "answering questions about location". The method used to build a dialogue was developed by Tim Riney of REEP. It involves building a "best possible" composite dialogue based on the students' experiences and knowledge. It provides an excellent opportunity for the student's to demonstrate to themselves that they really can function in English.

The Communication Activities are the backbone of the curriculum. It is here that the needs assessment and job and language analyses done at each worksite are used most heavily. The exercises in this section are usually games, simulations, role plays and other "hands on" types of activities. They are prepared individually for each worksite and revolve around the specific job or needs of the particular class.

This curriculum has worked very well for us. As stated earlier, it has been used at 10 different work sites. Adjustments to incorporate specific worksite topics and materials were easily made and were effective. The response of class participants and hosting employers has been positive. Participants have shown an increased ability to interact with American coworkers and supervisors. Two methods of evaluating the overall effectiveness of the program have been used. All the participants were pre-and post-tested using the oral section of the BEST (Basic English Skills Test/Form A). (Handout # 3, VESL SCORES, shows the score changes from pre- to post-test.) A more subjective evaluation method, a post VESL questionnaire for partipant's employers, was also used . Employers were asked to comment on participant interaction with their American supervisors and coworkers. In all cases this interaction increased and improved. The results indicated that the staff at the VESL class sites noticed an overall improvement in the English speaking ability of their employees who participated in the class, an increase in the amount of interaction between the employees and their supervisors, an increase in the amount of interaction between co-workers, and some level of improvement in the employee's ability to understand and follow instructions. All of the host employers stated their willingness to sponsor a VESL program again.

ADAPTING THE CURRICULUM TO A SPECIFIC SITE OR INDUSTRY

The curriculum is a "skeleton" or "core" curriculum, i.e., it is an attempt to cover the entire field of VESL instruction but, at the same time, be applicable to any work situation. As a "skeleton", it is only a framework on which to hang the "flesh" of individual worksites and individual jobs. Having created such an "incomplete" curriculum, the VESL instructor must then go to the individual sites sometime before the beginning of each class and "complete" it by filling in the site-specific and job-specific information. The job of the VESL instructor is to attempt to as closely match instruction to needs as s/he possibly can.

Up to this point, seventy-one competencies that are applicable to the VESL situation have been identified . (Handout # 4, LIST OF COMPETENCIES) In order to "customize" the curriculum to individual sites, these competencies must be adapted in several different ways.

First of all, adaptation is made on the curriculum as a whole according to the individual site's needs. For example, in an industrial situation where there is a great emphasis on safety, the curriculum would be adapted to reflect that emphasis. Accordingly, other competencies, e.g. dealing with customers/clients/guests, where the need was not so great, may be "deemphasized". Conversely, in a service industry, the interpersonal skills may be emphasized and safety deemphasized.

The second, and more demanding, method of adaptation involves adapting each competencies to the specific needs of the situation. Adaptation of the competencies occurs on four levels The levels are:

a) across-the-board applications (applicable to all sites),
b) industry-wide applications-- also known as "cluster grouping" (applicable only in a given industry, e.g. hotels),
c) job-specific applications (applicable only to a given job title, e.g. PCB laminator),
d) site-specific applications (applicable only at a given site, e.g. Computer-Microfilm Corporation of Alexandria, Virginia).

Examples of each might be:

a) across the board adaptations
   - greetings
     (Greetings may differ at a given site between those exchanged between peers and those exchanged between, for example, a supervisor and a line worker. On the whole, however, they remain pretty much the same from one industry to the next, from one site to the next.)
   - talking about families
   - calling in sick
     (The names change, but the illnesses, times and days remain the same.)

b) industry-specific adaptations:
   - time sheets and time cards
     (The housekeeping industry, for example, shares a common approcach to designating time.)
   - safety equipment and procedures
     (A hotel housekeeper may need to know about fire extinguishers and fire exits. A chem-line worker in a printed circuit board factory, on the other hand, needs to know much more. He wears safety glasses, safety boots, safety gloves and a rubber apron. He is in constant danger of acid burns and must know the operation of eye washes asnd emergency showers,
   - tools and supplies *
   - job titles

c) job-specific adaptations:
   - specific responsibilities of the job
   - tools and supplies *
   - departmental SOP's

* Note: Industry-specific and job-specific adaptations frequently overlap. For example, hotel housekeepers do essentially the same job with the same equipment using the same procedures no matter what hotel they are working at.

d) site-specific adaptations:
   - giving directions within the workplace
   - giving directions to and from the workplace

- (Although the basic vocabulary of giving directions remains the same, it is of little use unless very specific landmarks are established and learned.)
- reporting an accident
- pay and paychecks
- location of tools and supplies

Of the above adaptations, the first three-- "across the board", "industry-specific", and "job-specific", can serve as well for future classes in like industries as they did in the original class. However, the last, "site-specific" adaptations, must be done at each new site.

What tools are available to the VESL instructor in the attempt to match instruction to need?

1. QUESTIONAIRES

Two questionaires were devised to determine what instruction is needed at a given worksite. The first questionaire was designed for use with personnel departments. From this questionaire, the following information can be solicited:

- what percentage of LEP's work at a given company,
- what the employment history of LEP's is at a given company,
- what positions are filled be LEP's,
- what opportunities for advancement exist for LEP's,
- what the orientation process for new employees is,
- what the job application/interview procedure is like,
- if there are a number of overqualified LEP's filling entry-level jobs,
- what the perceived need for ESL classes is.

The second questionaire is for supervisors. From it, the following information can be solicited:

- what jobs are filled by LEP's in a given depatment,
- what problems there are in that department because of language/cultural differences,
- what the regular chain of command is in that department,
- what kind of complaints supervisors get as a result of language problems/culture clashes,
- what the process of promotion is and if LEP's are hindered or prevented from advancement because of language problems,
- what kind of expectations there are for an ESL class.

Questioanries could conceivabely be devised for union representatives, co-workers, support personnel, and even clients/customers/guests, as well.

2. INTERVIEWS

VESL staff interview anyone who has contact with the LEP worker. This can include personnel staff, supervisors, co-workers, and even personnel from outside the company who may have contact with LEP workers. It may also include customers, guests and patrons. Although much of what is discussed in a needs assessment interview involves those situations where "problems" arise as a result of limited English ability, the needs assessment does not by any means confine itself to those situations. What is perhaps more important is for the interviewer to get some idea of what the "normal" or "expected" minimum language use of a given work environment is. It may be the case that this minimum language is already known to the LEP worker, but there remains a need to practice it in realistic situations. Much of the difficulty in learning a language is not so much a linguistic problem per se as it is not knowing when and under what circumstances language is used.

What specifically can be got from an interview? From personnel staff, the interviewer can gather the language of house rules, benefits, hiring and firing, safety and payroll. From supervisors, s/he can learn the specific language of the job: the tools, routines and procedures, timesheets and timecards, sick calls and vacation requests. With co-workers, the interview may become even more specific, for what exists on a departmental SOP is changed considerabley in the language of the actual workplace. For example, in one hotel, what was referred to in the departmental SOP as "loading one's cart" became in the more colorful language of the floor, "packing your truck". A wash basin was called a "face bowl", and the employee's cafeteria was referred to as "the country club". None of this can be learned from a prewritten curriculum that addresses an archtypal worker in a language sifted through the multiple layers of the workworld "out there". For this reason, it cannot be stressed too strongly the absolute need of the VESL professional to go out in the field as often as s/he can to learn the language of the field where it is spoken.

In one instance a "Global Language Inventory" interview was used for supervisors, in which was included a good number (ca. 100) representative questions and responses. For example, questions like: "What would say to a housekeeper who was always late?", "What do you say to a housekeeper if she obstructs the hallway with her cart?", "What is the first thing you say to Mrs. (Dept. Head) in the morning?" were asked For obvious reasons this interview was taped and then transcribed. The idea is to get a "representative sample" of the kind of language expectations there are at a given site.

Interviews could be done with co-workers, union reps., support personnel, and guests/customers/clients, as well.

3. ORIENTATION AND IN-SERVICE TRAINING:

At several sites, VESL staff participated in weekly orientation sessions for new employees. These sessions are usually all-day affairs in which new employees are introduced to tax and benefit procedures, safety procedures, medical requirements, employee rights and the chain of command. Especially at hotels, new employee orientation takes on the appearance of pep rallies, from which new employees are to derive a sense of team spirit and corporate pride. New employee orientations are perfect places for the VESL instructor to introduce her/his program to new employees (and prospective students).

Many departments have bi-weekly or monthly in-service training sessions at which are discussed intra-departmental concerns, such as: meeting work quotas, interpreting time cards, customer/guest complaints, and fire and accident prevention. Again, for obvious reasons, these sessions arer a perfect place for the VESL instructor to glean valuable information.

At one site, the VESL instructor participated in a week-long training sessions for hotel housekeeping floor supervisors. Rather than merely observe, he entered the course as a participant and took the final examination. The value to the VESL curriculum of the knowledge got from such a course is immeasurable.

4. WRITTEN MATERIAL:

To list but a few of the possible sources:

- job applications
- time cards
- pay stubs
- reservation forms
- lost and found
- travel vouchers
- leave requests
- insurance forms
- work orders
- tool requisitions
- damage waivers
- maps
- time sheets
- paychecks
- vacancy lists
- maintainance requests
- tax forms
- pink slips

Of special use are task lists and job descriptions, trade journals (CM-Cleaning Management, Marriott World, etc.), in-house publications, safety manuals and training manuals.

5. OBSERVATIONS:

The VESL instructor needs to observe workers on the job, not only to learn their language but also to learn their locales, routines and deviations from those routines. Observations can be conducted in several ways. The typical observer takes the "field anthropologist" approach and, clipboard and/or camera in hand, watches his/her subjects going about the business of making a living. How thorough s/he is depends on how familar or unfamiliar s/he is with the job s/he is observing. Watching a housekeeper vacuum a floor, although

involving more details than the observer might ever have anticipated, is still not as demanding as watching a PCB (printed circuit board) worker go through the elaborate, complicated steps involved in copper plating. If s/he wants to, and circumstances permit, the observer might want to get closer to her/his subjects by being a "worker for a day", so to speak, and actually do the job instead of just watching it happen. There is, of course, always the danger of gathering too much detail. The thing to keep in mind is that what the VESL instructor is concerned with is not so much "How does it work?" or "Why does it work?" but "How is it done?", "Who does it?", "When is it done?", "What is used to do it?", and "In what order is it done?".

Time permitting, the ideal observation would begin when the worker punches in and end when s/he punches out.

WHAT DO YOU NEED TO OBSERVE?	RECURRING THEMES?
1. People (who?)	Supervisors, Personnel, Dept. Managers, Co-workers.
2. Locations (where?)	Locker Rooms, Employee Cafeterias, Service elevators, Hallways, Storerooms, Time clocks.
3. Tools and Supplies (what?)	Shelves, Designated locations, Procedures for requesting tools and supplies.
4. Tasks (How?)	Putting and Taking, Asking and Giving Directions, Action Verbs and Modals
5. Sequences (When?)	Before and After, Imperatives, Redunduncy.

(Demonstration)

To avoid observing too much and to keep the observation confined to the demands of the curriculum, we have devised a "master list" of language functions, functions which we expect to encounter in one form or another and to one degree or another at any given worksite. For a good number of cases, we can expect to find these functions operating with the same language from one site to another. For others, however, we must adapt the language of the specific site.

How does it work?

The book consists of separate, detachable sheets. It was designed this way so that the observer can take out the pages which contain the material he is observing and clip those pages to a clipboard. There are four basic components to each page: 1) the FUNCTION, 2) the FORMULAE, 3) the STRUCTURES, and 4) the SPECIAL VOCABULARY (or ADAPTATIONS).

The sample page which is included in the handout packet (Handout # 5, MASTER LIST) has been taken from that section of the book entitled THE LANGUAGE OF SAFETY. It lists the competencies treated on that and the following pages: GIVE WARNINGS OF DANGER, INQUIRE ABOUT POSSIBLE DANGER, and POINT OUT A DANGER. Then, it breaks those down into seperate components: GIVE AND RESPOND TO A WARNING (on this page only).

The FORMULAE for any particulr FUNCTION (or COMPETENCY) can be determined either through direct observation, a "Global Language Inventory" or, when all else fails, the observer's assumption of what language is expected. In the case at hand, GIVE AND RESPOND TO A WARNING, no incident of such language was encountered by the observer in his observations. The language used for giving a warning, however, does not, for obvious reasons, vary greatly in English; but, just to make sure our assumptions touched reality, questions soliciting warnings were included in an interview. The following FORMULAE emerged:

Be careful! Don't _____.
Watch out! It's dangerous!
Look out! It's not safe!
You shouldn't _____.
Never/Always_____.
You should never/always _____.
You're supposed/not supposed to _____.
If you _____, you will _____.

The principle STRUCTURES identified were:

Imperatives
Modal Auxiliaries
Present Real Conditional

Finally, in order to make the material job- and site-specific, we included under VOCABULARY a list of rules from the housekeeping department of the hotel at which we were working at the time. (See handout.) Using these very specific instructions, we could adapt the competency, "GIVE AND RESPOND TO A WARNING", to the VESL class at that site.

Department of Manpower Services

VESL Curriculum Units

The VESL curriculum has been set up for a 4 month class which meets four hours per week. The class focuses on the oral English language skills needed on the job. Instruction is divided into six units, each of which takes one to three weeks to complete. (Two additional weeks will be used for testing and to complete the necessary paper work for the students.) At the end of the VESL instruction the students will be able to understand, respond to and initiate conversation in the areas covered by the VESL curriculum units which are listed below.

Unit I — Your Job - General job responsibilites and duties of occupations of the students.

Unit II — Your Job - Specific duties and responsibilities - This unit is the heart of the curriculum and consists of lessons based on the specific duties and responsibilities of the individual jobs.

Unit III — Talking to your Supervisor. Supervisor/employee interactions in such areas as discussing job responsibilities and performance, requesting leave, explaining special requests, calling in late or sick, explaining lateness or absences, understanding company rules, dealing with reprimands and problems, etc.

Unit IV — Safety - Safety on the Job - Reporting and dealing with safety hazards, accidents, and emergency situations.

Unit V — The Worksite - Services, location of objects, people, departments, machinery, etc. within the worksite. For service industries, this will include guest/customer interaction.

Unit VI — Talking to Your Supervisor/Personnel - In this section students will work with the language needed to understand benefits, disciplinary procedures, tax and insurance forms and language for increased job responsibility.

LESSONS 25 - 28

GIVING DIRECTIONS

LESSONS 25 & 26

GIVING DIRECTIONS INSIDE THE WORK PLACE

PRONUNCIATION

/u/ /o/

Activities (Lesson 25)

1. Present a list of the ten words with first phoneme two or three times. Have students repeat the list at the third repetition.

2. Present a list of ten words using the second phoneme in the same way.

3. Present a list of minimal pairs (3-5 pairs depending on the level of the class). As much as possible the vocabulary for the pairs should be drawn from the worksite vocabulary. Initial presentation for the pairs is to be done using realia or the developed picture exercises to insure that the words have meaning for the students.

4. Have the students repeat the pairs several times.

5. Do 'Same/Different' exercises. Students may indicate the differences orally or non-verbally, e.g., holding up their hand, clapping, hitting the table, standing, etc.

Activities (Lesson 26)

1. Present the lists of contrasted phonemes.

2. Using realia/pictures, have the students reconstruct the minimal pair list.

3. Dealing with each phoneme separately, have the students give other words which have the same sound.

4. Do "1 or 2" exercises. Students may indicate which sound they hear orally or non-verbally.

Phoneme List

Minimal pairs to be used in activity 3 are indicated by an asterisk.

*1.cut	coat
*2.nut	note
*3.crumb	chrome
*4.bun	bone
*5.fun	phone
6.dumb	dome
7.rub	robe
8.flood	flowed
9.sun	sewn
10.stun	stone

COMMUNICATION ACTIVITIES

****

Competencies

The student will be able to:

1. give the general location of an area within the workplace in relation to other areas.
2. request the general location of an area within the workplace in relation to other areas.
3. ask to be directed to a location within the workplace.
4. respond to a request for directions within the workplace.
5. read simple written directions.
6. read a simple map of the workplace.

****

Activities

1. Review the activities practiced in Lesson 11 (Identifying features of the immediate work area). Make sure the students have a general idea of what the most prominent features of the work area are and where they are located. You can check their knowledge by merely asking them to point. Then, review the prepositions previously practiced in Lessons 18 and 19, especially, next to, by, in front of, and behind. In addition, you will need to practice across from and over.

2. See if you can obtain a layout of the plant from the engineering department or personnel. If not, you can make one. It does not have to be very elaborate or faithful in dimensions. The important thing is that it present the prominent features of the plant in their approximate locations. If possible, try to make individual copies of the layout for the students and "walk them through" the plant, so they immediately draw the relationship between the layout and the areas which it represents.

Practice with "Where" questions:

T: Doan, where's the locker room?
S: (points to the locker room on the layout.)
T: Nestor, where's the cafeteria?
S: (points to the cafeteria on the layout.)
T: Juana, where's the supervisor's office?
S: (points to the supervisor's office on the layout.)

Practice "Where" questions with verbal responses:

T: Armando, where's the cafeteria?
S: (It's) next to the locker room.
T: Ana, where's the store room?
S: (It's) across from the cafeteria.

Have students both ask and answer:

S1: Ana, where's the fire exit?
S2: (It's) next to the restroom.
S2: Nestor, where's the telephone?
S3: (It's) by the water cooler.

After some practice, have students respond to requests for location without using the layout. If they still do not know the general location of areas in the workplace, have them find out by asking other students.

T: Tu, where's the shipping room?
S1: I'm sorry, I don't know.
T: Ask Diego.
S1: Diego, where's the shipping room?
S2: It's next to the personnel office.

TPR

1. Using the layout of the plant, give commands to students to point to or lay colored blocks on areas on the layout. This should probably be done before you require any verbal response from the students. Naming the general areas within a worksite often requires feats of pronunciation unfamilar to the students or little practiced by them.

T: Cuc, point to the cafeteria.
Point to the hallway.
Put a blue block on the personnel office.
Put a red block next to the store room.

DIALOGUE

(Use a layout of the plant when doing the dialogue.)

New Employee: Excuse me, could you tell me where the shipping room is?

Experienced Employee: Sure. Do you know where the personnel office is?

New Employee: Yes, it's across from the cafeteria, right?

Experienced Employee: That's right. Well, the shipping room is right next to the personnel office.

New Employee: Oh, okay. Thanks.

Activities

1. Present the dialogue situation. If possible, ask the students about their experience with a similar situation.

2. Present the dialogue as a whole and then line by line. Have the students repeat the lines as a class.

3. The teacher and the class take the roles in the dialogue.

4. Switch roles.

(HANDOUT #3)

VESL Pre-and Post-Test Data

The following data is based on analysis of pre-and post-tests at VESL sites. Students were given the BEST test which measures English language skill in the following categories:

Listening Comprehension - understanding directions and instructions

Communication - grammatical accuracy of speech

Fluency - ability to transmit information without regard to

grammatical accuracy

Pronunciation -

Elementary reading and writing

Score increases are shown as regular percentages. Score decreases are shown with a minus (-) sign.

The average cumulative score increases (by percentage) at the six sites where the program has been completed are as follows:

Site	List Comp	Pron	Comm	Fluency	Read/Writ
A	+6	0	+16	+35	+5
B	+29	8	+12	+4	+3
C	+57	0	+11	+17	+2
D	+3	-1.5	+4	-2	-2
E	+43	+4	+17	+145	+13
F	+29	+10	+10	+17	+1
G	+ 6	- 8	+ 4	+19	+ 9

The overall average score changes at the six sites in the significant instructional areas were:

Listening Comprehension	Communication	Fluency
+27.8	+11.66	+36.6

LIST OF COMPETENCIES

1. The student will be able to identify self/others by name/job.
2. The students will be able to respond to questions about identity.
3. The student will be able to initiate and respond to greetings.
4. The student will be able to respond appropriately to questions about his/her first and last names and middle initial.
5. The student will be able to clearly and distinctly pronounce his/her name.
6. The student will be able to respond to questions about his/her marital status.
7. The student will be able fill out forms requiring this information.
8. The student will be able to answer questions about his/her birthdate, birthplace and gender.
9. The student will be able to fill out forms requiring this information.
10. The student will be able to respond to questions about his address.
11. The student will be able to complete forms requiring this information.
12. The student will be able to identify his/her job and place of work.
13. The student will be able to recognize and name objects and features of his/her immediate work area.
14. The student will be able to recognize and name tools and supplies used in the workplace.
15. The student will be able to identify tools by their use.
16. The student will be able to request tools and supplies used in the workplace.
17. The student will be able to recognize and name objects and features of his/her immediate work area.
18. The student will be able to recognize and name tools and supplies used in the workplace.
19. The student will be able to recognize and report common malfunctions and problems with tools.
20. The student will be able to give the designated location of tools and supplies in the workplace.
21. The student will be able to request the designated location of tools and supplies in the workplace.
22. The student will be able to respond to a request for the designated location of tools and supplies in the workplace.
23. The student will be able to recognize and report when tools or supplies are not in their designated location.
24. The student will be able to describe his/her work day sequentially.
25. The student will be able to describe a simple process sequentially.
26. The student will be able to interrupt a description of a process and ask for a repetition.
27. The student will be able to interrupt a description of a process and ask for clarification.
28. The student will be able to give the general location of an area within the workplace in relation to other areas.
29. The student will be able to request the general location of an area within the workplace in relation to other areas.
30. The student will be able to ask to be directed to a location within the workplace.
31. The student will be able to respond to a request for directions within the workplace.
32. The student will be able to respond to read simple written directions.
33. The student will be able to read a simple map of the workplace.
34. The student will be able to give the general location of areas within the immediate surroundings of the workplace.

35. The student will be able to request the location of areas within the immediate surroundings of the workplace.
36. The student will be able to ask to be directed to an area within the immediate surroundings of the workplace.
37. The student will be able to respond to a request for directions to an area within the immediate surroundings of the workplace.
38. The student will be able to read a simple map of the area immediately surrounding the workplace.
39. The student will be able to recognize and identify potential dangers in the workplace.
40. The student will be able to point out a potential danger.
41. The student will be able to give a verbal warning.
42. The student will be able to recognize and identify safety equipment by name.
43. The student will be able to identify safety equipment by its use.
44. The student will be able to identify the designated location of safety equipment.
45. The student will be able to request safety equipment.
46. The student will be able to respond to a request for safety equipment.
47. The student will be able to respond to read safety posters and warnings.
48. The student will be able to identify major parts of the body.
49. The student will be able to report an injury or accident by:
    a) identifying the part of the body injured.
    b) identifying the location of the accident.
50. The student will be able to report a fire by identifying its location.
51. The student will be able to report an injury, accident or fire over the telephone.
52. The student will be able to understand an accident or fire report over the telephone.
53. The student will be able to report a fire by use of a fire alarm.
54. The student will be able to know the location of fire alarms, extinquishers and exits in the plant.
55. The student will be able to give the time on request.
56. The student will be able to request the time.
57. The student will be able to give his punch-in and punch-out times.
58. The student will be able to recognize when he or another worker is on time, early or late.
59. The student will be able to state how early or late he or another worker is on request.
60. The student will be able to read a time card and recognize discrepencies between his actual time and his recorded time.
61. The student will be able to know the rules governing punch-in and punch-out time.
62. The student will be able to know what days he has off.
63. The student will be able to understand and compute the following features of her/his paycheck:
    a) the pay period covered.
    b) gross income.
    c) net income/take-home pay.
    d) deductions:
        1) health and life insurance benefits.
        2) social security (F.I.C.A. tax).
        3) federal withholding tax.
        4) state withholding tax.
    e) overtime payment.
    f) sick and annual leave.

64. The student will be able to call in late.
65. The student will be able to call in sick.
66. The student will be able to leave a message.
67. The student will be able to request several types of leave.
68. The student will be able to participate in a performance review.
69. The student will be able to understand his basic insurance coverage.
70. The student will be able to complete a claim form for his insurance
71. The student will be able to fill out his W2 and W4 form

MASTER LIST (HANDOUT # 5)
(Sample page)

C. LANGUAGE OF SAFETY

1. GIVE WARNINGS OF DANGER, INQUIRE ABOUT POSSIBLE DANGER, AND POINT OUT A DANGER

a. GIVE AND RESPOND TO A WARNING

FORMULAE: (To be written in by the observer)

Be careful! Don't _____.
Watch out! It's dangerous!
Look out! It's not safe!
You shouldn't _____.
Watch your step!
Never _____.
Always _____.
You should always/never _____.
You're supposed/not supposed to _____.
If you _____you will _____.

STRUCTURES: (To be written in by the observer)

Imperatives
Modal Auxiliaries
Present Real Conditional

VOCABULARY (To be written in by the observer)

Hotel Housekeepers' Rules

1. Truck - nothing should hang over the sides of the truck.
2. Loose or hanging vacuum cleaner cords are a tripping hazard.
3. Hands may be cut by broken glass and razor blades left in trash by guest.
4. Do not wipe hot lightbulbs with a wet cloth. The bulb may burst.
5. Do not try to move heavy furniture.
6. Pack the heaviest linen on the bottom.
7. Use door stops.
8. Flush ashtrays down the comode. Never empty them into a wastebasket.
9. Look for broken electrical switches and frayed wires.
10. Don't let rags soaked in cleaning fluid build up.
11. Smoke only in designated areas.
12. Be sure all wires are behind furniture.
13. Edge of Kleenex dispensers are sharp.

b. INQUIRE ABOUT A POSSIBLE DANGER

FORMULAE: (ETC.)

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Some Addresses

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